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ABSTRACT

This bibliography was prepared for foreign language teacher trainers and curriculum specialists for use in preservice and inservice instruction. The audiovisual materials cited here have been compiled from an extensive search of AV center catalogues and periodicals in which such materials are advertised. The listings have been grouped into four major categories: (1) foreign language teaching methodology, (2) documentary, (3) foreign language promotional, and (4) social interaction in the classroom. Each entry includes the name of the product, date of production (whenever available), technical information, and a resume of the content. The resumes are descriptive, not evaluative. Also listed are the product source and current (1975) price. Addresses of sources can be found at the end of the bibliography. (Author/PMP)

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A SELECTED BIBLIOGRAPHY OF FILMS AND VIDEOTAPES ON FOREIGN LANGUAGE TEACHER TRAINING

Peter A. Eddy
Center for Applied Linguistics
Arlington, Virginia

CAL·ERIC/CLL Series on Languages and Linguistics
Number 8

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OTHER TITLES IN THIS SERIES

1. Preparing and Using Self-Teaching Units for Foreign Languages, by Gerald E. Logan, 1974. Available from ERIC Document Reproduction Service (EDRS): ED 098 808.

2. A Selected Bibliography on Bilingual/Bicultural Education, by James W. Ney and Donella K. Eberle, 1975. Available from EDRS: ED 098 813.

3. A Selected Bibliography on Language Teaching and Learning, by Sophia A. Behrens and Kathleen McLane, 1975. Available from EDRS. (See May 1975 issue of RIE for ordering information and ED number.)

4. A Guide to Organizing Short-Term Study Abroad Programs, by Paul T. Griffith, 1975. Available from EDRS. (See May 1975 issue of RIE for ordering information and ED number.)

5. Working Papers in Linguistics, by Tim Shopen, 1975. Available soon from EDRS.

6. A Selected Bibliography on Mexican American and Native American Bilingual Education in the Southwest, by Stephen Cahir, Brad Jeffries, and Rosa Montes, 1975. Available soon from EDRS.

7. Using Community Resources in Foreign Language Teaching, by Stephen L. Levy, 1975. Available soon from EDRS.

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Introduction

This bibliography has been prepared for foreign language teacher trainers and curriculum specialists for use in preservice and inservice instruction.

The audiovisual materials cited here have been compiled from an extensive search of AV center catalogues and periodicals in which such materials are advertised. The majority of items first appeared in the 1960s and reflect the audiolingual methods and views of language which were in vogue at the time. Although some of the procedures have been called into question more recently, many of the techniques demonstrated in these items remain valid and do not deserve rejection simply because the films themselves appear dated. In general, materials which were produced before 1960 have not been included. Some films made in the 1960s by publishing houses to demonstrate their curricular materials are no longer current because of revisions in materials and are therefore not included. The Carleton Videotape Project materials are no longer available.

The listings have been grouped into four major categories:

1) FL teaching methodology. This group contains examples of classroom instruction at various levels including FLES, high school, and college. Several items focus on special aspects of instruction, e.g., the use of AV aids. This category is further divided into language groups: general, ESL, French, German, Latin, Russian, and Spanish.
2) Documentary. This group consists of the series of films made by James J. Asher to document his experimentation with several innovative methods of language instruction.
3) FL promotional. These items include promotional films, filmstrip-tape packages, and tapes that have been produced by professional organizations to stimulate interest in FL study.
4) Social interaction in the classroom. These items deal with classroom interaction and sensitizing teachers to classroom dynamics. One entry treats the problems of the novice language teacher.

Each entry includes the name of the product, date of production (whenever available), technical information, and a résumé of the content. The résumés are descriptive, not evaluative. Also listed are the product source and current (1975) price. Addresses of sources can be found at the end of the bibliography.

Although only one source is given per entry for rental of films listed in this bibliography, many are available from various AV centers throughout the country. Local university and resource centers should be checked.

This bibliography represents as complete a listing as possible of readily available audiovisual materials for training FL teachers. The compiler would greatly appreciate being notified of any omissions or additions in order that updated versions of the list may be published in the future.

FL Teaching Methodology

General

DOS AND DON'TS OF DRILLING (1972)

B/W, 16 mm, sound, 35 min.

Film by Eleanor H. Jorden demonstrates some of techniques used by native-speaking tutors in self-instructional language programs as promoted by National Association of Self-Instructional Language Programs (NASILP). Film is intended for viewing by tutors (who are not trained language teachers) and by students at beginning of a self-instructional program. Language being taught film is Japanese, but techniques are applicable to instruction in other languages as well. Attention is called to several key aspects of drill (practice) session: timing of drills, providing an adequate model for students, correction techniques, variety of activities, importance of strict limitation of vocabulary and structures to those in materials of instruction, and importance of exclusive use of the foreign language in class.

For information regarding availability, contact NASILP

MEDIA IN FOREIGN LANGUAGE TEACHING (Northeast Conference, 1969)

Color, 16 mm, sound, 32 min.

Consists of eight parts demonstrating use of media in foreign language classes: (1) overhead projectors and home-made transparencies for teaching basic dialogues; masking technique; (2) films and overhead projectuals in fifth semester Spanish course; (3) overlays on overhead projector in beginning French language class for practice in pronunciation and structure; (4) slide-tape presentation of Proust's Combray in advanced French course; (5) filmstrip-tape presentation in fifth grade French class; (6) language tapes used with adult learners of English; (7) prerecorded tapes, locally made slides, and commercial film in German class studying Goethe's Faust; (8) computer-assisted instruction in German.

Northeast Conference
Rental - $24, Purchase - $310.

PRINCIPLES AND METHODS OF TEACHING A SECOND LANGUAGE

The following series was made by the Modern Language Association and the Center for Applied Linguistics. The films can be rented from the Indiana University A-V Center for $7.75 each.

No. 1 THE NATURE OF LANGUAGE AND HOW IT IS LEARNED (1965)

B/W, 16 mm, sound, 31 min.

Explains nature of language, how it is learned, and validity of "oral approaches" to teaching language. Shows that language is speech and draws upon examples of speech from various languages. Reveals how different languages function in their sound systems, grammatical organizations, and logical developments. Points out how modern teaching of second language parallels way in which people learn their first language, but is more scientifically organized. Stresses development of language habits.

No. 2 THE SOUNDS OF LANGUAGE (1965)

B/W, 16 mm, sound, 31 min.

Shows how sounds of different languages contrast with each other and vary in intonation, loudness and rhythm. Illustrates importance of these for understanding by contrasting stress-timed rhythm of English with syllable-timed rhythm of Spanish. Explains term phoneme as sound contrast which distinguishes meaning in given language. Emphasizes that each language has its own individual system of phonemic patterns as well as pronunciation of individual sound segments.

No. 3 THE ORGANIZATION OF LANGUAGE (1965)

B/W, 16 mm, sound, 31 min.

Demonstrates that children can use forms and arrangements of words to convey meaning and grammar of a language before they learn to read and write. Shows how children everywhere learn this organizational pattern through oral experiences. Features an experiment in which children without instruction apply regular grammatical rules to nonsense words. Shows a class in which German grammatical forms and their variations are taught by modern methods to speakers of English.

No. 4 WORDS AND THEIR MEANINGS (1965)

B/W, 16 mm, sound, 31 min.

Shows that there is no one-to-one correlation between words of one language and another; that meaning of words depends on context in which they are used; that situations and experiences are viewed differently in different languages; and that common expressions and figurative use of words in one language cannot be translated literally into another. Presents demonstration lesson in French to illustrate principles of teaching vocabulary.

No. 5 MODERN TECHNIQUES IN LANGUAGE TEACHING (1965)

B/W, 16 mm, sound, 32 min.

Considers role of non-native teacher of second language and stresses value of lesson planning. Shows third grade class of Spanish-speaking students being taught English by oral or mimicry-memorization method, ninth grade class where dialogue materials are used to teach common grammatical patterns, and class of foreign born adults learning English. Refers to use of language laboratories and problem of overcrowded language classes.

English as a Second Language

A FOREIGN LANGUAGE (National Film Board of Canada, 1960)

B/W, 16 mm, sound, 30 min.

Shows methods used to teach English in Montreal, Canada, to beginning, intermediate and advanced students. Many methods illustrated--demonstration, repetition, imitation, questions and answers--are applicable to instruction in any foreign language.

International Film Bureau
Rental - $12.50, Purchase - $150

FORMAL ENGLISH AS A FOREIGN LANGUAGE (WETA-TV, Washington, D.C., 1967)

B/W, 16 mm, sound, 30 min.

Examines revolution in foreign language teaching and emphasis on learning to perform in a language. Explores need for students to practice. For junior high, high school, college.

Indiana University A-V Center
Rental - $6.75

VIEW AND TEACH: FILMS 1-24 (1964)

B/W, 16 mm, sound, 15 min.

The following series, made by the BBC/BRC for British teachers of English as a second language, demonstrate methods which are also applicable to teaching other foreign languages. The films can be rented from the Pennsylvania State University AV Services for $7.80 each for three days.

No. 1 TEACHING A NEW PATTERN

Demonstrates class review of verb tenses through chorus and actions. Contrasts with method of reading unfamiliar text materials aloud by rote. Includes review of familiar sentence patterns, followed by overlearning and systematic revision.

No. 2 ORAL PRACTICE

Contrasts methods of practicing a new language item. Asserts that positive sentence forms should precede negative statements and that learning of questions and answers should be taught later. Advises sequence of hear - imitate - practice.

No. 3 QUESTION AND ANSWER

Suggests that teaching of questions follow teaching of positive and negative forms. Learners taught to ask questions, not just give answers. Stress laid on written sentences rather than vocabulary lists. Importance of short drill, division of class time emphasized.

No. 4 SENTENCE PATTERNS

Demonstrates method of substituting new words in previously learned patterns through exercises using repetition. Emphasizes learner participation and use of visible objects to facilitate learning.

No. 5 PRACTICE WITH PICTURE SETS

Illustrates use of pictures in study of sentence patterns and in free conversation. Shows enactment of structural words such as "next" and "sometimes" as they appear in sentences.

No. 6 CONVERSATION WITH THE BLACKBOARD

Employs direct method to make material relevant to learners. Gradual building up of image in blackboard drawing is shown to lend itself to development of concept and stimulate pupils' imaginations. Serves as introduction to prescribed textbook passage.

No. 7 ACTING A STORY

Shows use of playacting to provide practice in exercising complex verb tenses and to encourage conversational use of language. Film examples include "How Horatius Kept the Bridge."

No. 8 ACTING FROM PICTURES

Illustrates use of pictures as stimulus for formal exercises and imaginary conversations with stress on repetition of sentence patterns.

No. 9 BRINGING IN THE OUTSIDE WORLD

Features sentence drill with countable and uncountable nouns; pupils are sent out of classroom to fetch quantities of stones, sand, and water. Stresses meaningful repetition. Shows same techniques employed for studying reading passages.

(NOTE: See ordering information for these films on p. 5, above.)

No. 10 RHYTHMS OF ENGLISH SPEECH

Demonstrates importance of combining teaching of rhythm, stress, and intonation with teaching of sentence patterns. Shows stressed and unstressed syllables being taught by use of overemphasis with teacher beating time.

No. 11 TUNES OF ENGLISH SPEECH

Illustrates use of intonation drills--spoken and sung--in addition to study of rhythm; refers to music patterns. Stresses necessity for teacher's inflection (or original model) to be correct.

No. 12 PLANNING ORAL WORK

Presents general discussion between participating tutor and teachers-in-training. (Subject is review of previous films and further suggestions for organization of oral work.)

No. 13 THE ELEPHANT IS BIGGER

Illustrates several methods for teaching comparison: use of blackboard pictures, actual objects, and group conversation.

No. 14 TOO MUCH AND NOT ENOUGH

Develops concepts of "too" and "not enough." Shows pupils copying simple sentence examples, writing dictation with these examples, drawing illustrations of language patterns, and acting them out.

No. 15 WHAT'S GOING TO HAPPEN?

Presents two methods for teaching of future tense. Writing verb forms on blackboard replaced by simplified introduction of one form at a time, utilizing chorus drill and pictures.

(NOTE: See ordering information for these films on p. 5, above.)

No. 16 ASK HIM HOW OLD HE IS

Illustrates lesson on indirect speech. Contends that learning of statements precedes learning of indirect questions and that pupils should be taught only what they need in order to say what they want.

No. 17 THE WINDOW IS BROKEN

Illustrates various methods of teaching active and passive verb forms. By making use of classroom objects and pictures, pupils are led through steps of hearing, imitating, and practicing.

No. 18 THE LANGUAGE OF SCIENCE

Describes development of precise language, especially for use in elementary science. Deals with countable nouns, use of passive forms in scientific language, and vocabulary for describing probability.

No. 19 LEARNING IN GROUPS

Shows trial and error approach to conversation in small groups. Class begins with chorus drill, moves to picture guides. Group work results in confusion, noise; teacher solves problem by using demonstration group initially.

No. 20 GROUP CONVERSATION

Demonstrates conversational techniques, how to show interest in what is said. Depicts transition from contrived situation to spontaneous conversation.

No. 21 CORRECTING MISTAKES

Demonstrates two methods of correcting language errors--one successful, one not. Illustrates three main causes of mistakes and stresses need for immediate correction. Emphasizes importance of drilling in new speech habits.

(NOTE: See ordering information for these films on p. 5, above.)

No. 22 TEACHING THE CONSONANTS

Portrays positive and negative examples of teaching pronunciation. Asserts that vowels may differ in spoken English, but consonants do not and are necessary for understanding sentence patterns.

No. 23 VOICED OR NOT VOICED?

Discusses word-final consonants. Emphasizes role of diphthongs in pronunciation and stresses need for extensive practice.

No. 24 THE UNSTRESSED VOWEL

Contends that teaching so that all vowels receive equal emphasis in spoken English results in unnatural speech. Shows that through teacher's study of standard pronunciation, unstressed syllables are communicated to pupils.

(NOTE: See ordering information for these films on p. 5, above.)

The following series of films, made by USIA, is not available for use within the United States. For information, write English Language Staff (ICS/CE), 1776 Pennsylvania Avenue, N.W., Washington, D.C. 20547.

BASIC METHODOLOGY: AN INTRODUCTION

Color, 16 mm, sound, 22 min.

Illustrates important aspects of lesson planning and oral drill techniques appropriate for adult learners and secondary school students of EFL. Presents sample English class period from start to finish, affording insight into handling of oral drills, especially with classes of 30 or more students. Intended for inservice training sessions, workshops, and seminars for teachers of EFL.

CREATING CONTEXTS FOR LANGUAGE PRACTICE--PART 1: GENERAL RULES (1974)

B/W videotape, 28 min.

An interview-discussion in which Dr. William Slager points out some principles and problems in creating contexts for presenting grammatical structures. Speaking from experience as both textbook writer and teacher, he illustrates ways in which teacher can adapt textbook items to needs of students.

CREATING CONTEXTS FOR LANGUAGE PRACTICE--PART 2: THE PRESENT PERFECT (1974)

B/W videotape, 25 min.

Sequel to CREATING CONTEXTS, PART 1. Dr. Slager points out some difficulties of present perfect tense, attempts to shed some light on its meaning, and presents four situation-dialogues as contexts for teaching it. Dialogues, in particular, and his commentary about them, may be of interest to teachers who are well grounded in this aspect of English grammar, as well as those who feel need for further guidance.

CURRENT TRENDS AND CONTROVERSIES IN LANGUAGE TEACHING (1973)

B/W videotape, 30 min.

Discussion of current trends in language teaching with special reference to teaching English as foreign or second language. Describes two major approaches to language learning--audiolingual and cognitive code--and suggests that combination of two may be most productive in TEFL. Speakers make use of prepared script and speak somewhat more slowly than average. However, language is not simplified, and content is suitable for teachers at all levels of sophistication.

DEVELOPING COMMUNICATION SKILLS: ENGLISH AS A FOREIGN LANGUAGE

Color, 16 mm, sound, 39 min.

Shows how foreign students of English can learn to use language more effectively as communication tool. Through carefully structured manipulative drills, which progressively become less controlled, film demonstrates how students can develop a mastery of English for use in actual social situations. Useful for inservice training sessions, workshops and seminars for teachers of EFL.

(NOTE: These films were made by USIA and are not available for use within the United States. See note on p. 9, above.)

MULTI-MEDIA LANGUAGE COURSES (1974)

B/W videotape, 25 min.

Two professors from The American University, Washington, D.C., discuss their innovative language courses, which make use of several media, especially television. They describe course format, planning and production of original television segments, and integration of these into course as a whole. Their discussion of rationale for various aspects of course should make this tape of some interest to those without such sophisticated facilities as well as to teachers and administrators specifically interested in developing multi-media language courses of their own.

READER'S THEATER (1974)

Color videotape, 38 min.

Edward Mattos discusses and demonstrates use of reader's theater in teaching of English language and literature. Shows how students develop an understanding and appreciation of given literary piece as they improve their oral rendition of it through successive "rehearsals" and spontaneous discussion of meaning and language. Includes three poems by Carl Sandburg and humorous piece from Dr. Seuss.

TEACHING ADVANCED READING (1974)

B/W videotape, 26 min.

Interview-discussion in which Dr. David Eskey talks about some of elements to be mastered in intermediate and advanced stages of learning to read in English: syntactic, lexical, rhetorical, and cultural problems. He describes in a general way kinds of materials and activities that should be used for intensive and extensive reading practice.

(NOTE: These films were made by USIA and are not available for use within the United States. See note on p. 9, above.)

TEACHING BEGINNING READING--PART 1: MATCHING SOUNDS AND LETTERS (1974)

Color videotape, 27 min.

Interview-discussion in which Dr. Virginia French Allen gives some suggestions for teaching regular sound-symbol correspondences in early stages and for dealing with some irregular spellings. She also discusses question of whether, how, and how much students should read aloud in class.

TEACHING BEGINNING READING--PART 2: BEYOND SOUNDS AND LETTERS (1974)

Color videotape, 25 min.

An interview-discussion in which Dr. Allen deals with various aspects of reading at beginning and intermediate levels: vocabulary expansion, grammatical problems, meaning, and comprehension. She describes and illustrates several useful devices, especially for getting students to think while reading. (Parts 1 and 2 can be used independently, but in most cases it is better to use them together as a complete unit.)

TESTING ENGLISH AS A FOREIGN LANGUAGE (1974)

B/W videotape, 27 min.

Interview-discussion in which Dr. John Oller describes some differences between discrete point tests and integrative tests, pointing out advantages of latter, and some of current thinking that favors such integrative tests as dictation, cloze procedure, translation, and imitation. Should be of interest to teachers at various levels of proficiency, but especially to those with some background in the theory and use of discrete-point testing. For maximum usefulness, should be accompanied by some specific examples of various kinds of tests.

(NOTE: These films were made by USIA and are not available for use within the United States. See note on p. 9, above.)

USING DRILLS CREATIVELY (1974)

Color videotape, 15 min.

Demonstration of five rapid drills developed by Dr. Robert L. Allen to help students hear and produce contrastive stress, unstressed articles, and possessive suffixes. Dr. Allen presents these drills at uncompromisingly fast speed, which makes them challenge even to teachers who are not native speakers of English.

VISUAL AIDS IN ENGLISH TEACHING (1973)

B'W videotape, 25 min.

Discussion on use of relatively inexpensive and readily available visual aids in English teaching. Highlights such visual aids as blackboard, realia, flash cards, puppets, maps, pictures, etc. This tape is most suitable for teachers with fairly unsophisticated knowledge of TEFL techniques and/or limited ability to comprehend spoken English.

(NOTE: These films were made by USIA and are not available for use within the United States. See note on p. 9, above.)

French

AUDIO-LINGUAL TECHNIQUES FOR TEACHING FOREIGN LANGUAGES: FRENCH
(United States Office of Education, 1963)

B/W, 16 mm, sound, 2 reels approximately 30 min. each

Film by Pierre Capretz examines variety of techniques that can be used in audiolingual approach to teaching French. Part I presents regular class period during eighth month of instruction. Techniques shown in order of presentation are warmup, review of basic dialogue, introduction of new dialogue, dialogue adaptation, pattern drills, directed dialogue, conversation stimulus, assignment, reading, and questions. Part II is devoted to special problems of first day of class in beginning course. Part III studies in detail individual techniques. Techniques considered are constructed substitution or transformation drill, progressive substitution or replacement drill, directed dialogue, and rejoinders. College level.

Indiana University A-V Center
Rental - $11

BONJOUR, TOUT LE MONDE! (Northeast Conference, 1969)

B/W, 16 mm, sound, 35 min.

Demonstrates techniques for teaching foreign languages to average and below-average students and shows how effective techniques in classroom can successfully motivate this type of learner. Features lesson during ninth week of eighth grade beginning French class in which 80 percent of students were reading below grade level.

Northeast Conference
Rental - $18. Workpaper gratis.

FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL: SPOKEN FRENCH IN THE SIXTH GRADE (1956)

B/W, 16 mm, sound, 18 min.

Illustrates teaching techniques used in State University of Iowa's elementary school. French learned by imitative repetition of native model. English avoided as much as possible, and meaning conveyed through use of pictures, sketches, actions, and gestures. Classroom situation created in which pupils must make use of French.

Pennsylvania State University A-V Services
Rental - $4.10

LANGUAGE TEACHING IN CONTEXT (1959)

Color, 16 mm, sound, 25 min.

Demonstrates effective use of audiovisual methods in teaching beginning French students in language laboratory, including use of films, slides, filmstrips, and tapes.

University of Michigan A-V Center
Rental - $7.50

MEDIA IN FRENCH LANGUAGE TEACHING (Northeast Conference, 1969)

Color, 16 mm, sound, 12 min.

Provides lesson materials for fifth grade French class. Students start with presentation of entire filmstrip along with recorded tape. New lesson elements are then explained with corresponding picture. At end of several days of practice, class has mastered lesson and is asked to transfer newly learned elements to different contexts.

Northeast Conference
Rental - $10, Purchase - $115

TEACHING FRENCH WITH FILMS I; LISTENING AND SPEAKING

Color, 16 mm, sound, 26 min.

Film by L. Rosselot and Florence Steiner provides classroom illustration of use of Je Parle Français. Using one lesson from course, displays techniques employed by teacher.

Encyclopaedia Britannica Educational Corp.
Rental - $9, Purchase - $165

TEACHING FRENCH WITH FILMS II; READING AND WRITING

Color, 16 mm, sound, 26 min.

Film by L. Rosselot and Florence Steiner follows ninth grade class learning to read and write French from Je Parle Français. Covers about two years of study from beginning through advanced stages. Displays techniques for applying materials.

Encyclopaedia Britannica Educational Corporation
Rental - $9, Purchase - $165

AUDIOLINGUAL TECHNIQUES FOR TEACHING FOREIGN LANGUAGES: GERMAN
(United States Office of Education, 1962)

B/W, 16 mm, sound, 2 reels approximately 30 min. each

Film by Pierre Capretz presents variety of techniques that can be used in audiolingual approach to teaching German. Part I presents regular class period during eighth month of instruction. Techniques shown in order of presentation are warmup, review of basic dialogue, introduction of new dialogue, dialogue adaptation, pattern drills, directed dialogue, conversation stimulus, reading, and questions. Part II is devoted to special problems of first day of class in beginning course. Part III isolates and studies in detail individual techniques. Techniques considered are progressive substitution of replacement drill, question-answer practice or response drill, directed dialogue, and rejoinder drill. For college, teacher training.

Indiana University A-V Center
Rental - $11

MEDIA IN GERMAN - LANGUAGE TEACHING (Northeast Conference, 1969)

Color, 16 mm, sound, 12 min.

Features advanced high school German class preparing for showing of Gruendgens filmplay of Faust. Students use recorded tapes of sound track and locally made slides for group and individual study. Homework assignments include preparing answers to recorded questions. Film is studied scene by scene until viewed in its entirety.

Northeast Conference
Rental - $10, Purchase - $115

TECHNIQUES FOR TEACHING GERMAN (1970)

The following series of films was designed by Klaus A. Mueller as an adjunct to the teacher training program of the Department of German, University of California at Berkeley. Films can be rented from the NCSA/AATG Service Center. AATG members: 5 films for $15 contribution; non-members: $5.50 per film.

A manual for use with the films is available in the ERIC system: "Techniques for Teaching German: A Series of Demonstration Films," ED 049 668.

EPISODES 1 and 2. B/W, 16 mm, sound, 10 min. per episode.

EPISODE 1 shows beginning class in its eleventh week of instruction. In rapid-fire question and answer drill using props available in classroom, students practice new structures using familiar vocabulary.

EPISODE 2 shows beginning German class in its eleventh week of instruction. New vocabulary is introduced through dialogue format. After providing brief explanation of dialogue situation, instructor checks for comprehension. Instructor models utterances and calls for choral and individual repetition from students. Students called upon to act out part of dialogue just learned.

EPISODES 3 and 4. B/W, 16 mm, sound, 5 min. per episode.

EPISODE 3 shows beginning class in its sixth week of instruction. After over-learning basic dialogue involving several characters, students act out roles in front of class. Teacher plays passive role, noting any errors for correction at a later time.

EPISODE 4 shows beginning class in its sixth week of instruction. Students participate in rapid-fire question and answer practice based upon dialogue mastered in Episode 3. Also includes some questions designed to give students chance to practice interrogative forms.

EPISODES 5 and 6. B/W, 16 mm, sound, 4 min. per episode.

EPISODE 5 shows beginning class in its thirteenth week of instruction. Demonstrates chain drill in which students must remember and produce increasingly longer groups of sentences. Each student adds own contribution to what develops into short story.

EPISODE 6 shows beginning German class in its sixth week of instruction engaging in intensive drill of German pronouns. After modeling structural substitution desired, instructor cues students in rapid succession to demonstrate form and usage of German pronouns. Students are occasionally required to respond in chorus.

EPISODES 7 and 8. B/W, 16 mm, sound, 4 min. per episode.

EPISODE 7 shows class in its fifteenth week of instruction. In response to brief questions based on reading passage, students supply short answers. Students also give summary comments based on text. Instructor's questions also relate reading material to everyday events, enabling students to talk about actual situations.

EPISODE 8 shows intermediate class in middle of fourth quarter of instruction discussing assigned reading selection. Students summarize content and respond to questions. Instructor's questions are relatively short; students are allowed to speak as long as they wish. Questions are repeated if first response is unsatisfactory. In order to encourage students to talk with as little inhibition as possible, not all mistakes are corrected.

EPISODES 9 and 10. B/W, 16 mm, sound; #9 - 5 min.; #10 - 10 min.

EPISODE 9 shows intermediate class in middle of fourth quarter of instruction. Instructor and students review reading assignment, providing practice for students in both listening comprehension and extended oral practice. Instructor prefaces each question by brief summary of portion of reading selection. Students continue the narration.

EPISODE 10 shows students in middle of fifth quarter of instruction interpret lyric and prose selections from German literature. Literary selections are from Goethe's "Erlkönig" and Hugo von Hofmannsthal's "Das Erlebnis des Marschalls von Bassompierre."

Latin

LATIN - STRUCTURAL APPROACH (1959)

B/W, 16 mm, sound, 30 min.

Illustrates classroom techniques of Dr. Waldo Sweet. Demonstrates methods of applying structural linguistics to teaching and learning Latin.

University of Michigan A-V Center
Rental - $5.75

ROMANI VIVENTES ET DICENTES (Northeast Conference, 1969)

B/W, 16 mm, sound, 22 min.

Shows various aspects of visual-audiolingual FLES Latin program initiated in 1968 in school district of Philadelphia. Objectives of program include expansion of English vocabulary of children through Latin roots, extending their cultural horizons through comparison of classical past with present world, audiolingual introduction to Latin language, and stimulation of interest among children in study of humanities. Fifth and sixth grade classes involved in program are heterogeneous in background and ability. Classes include many children at second and third grade reading level.

Northeast Conference
Rental - $12. Workpaper gratis.

WHAT'S NEW IN THE SCHOOLHOUSE (KVOS-TV, Seattle)

B/W (kinescope), 16 mm, sound, 30 min.

Waldo Sweet discusses with panel from University of Washington machine techniques for teaching Latin. Describes language laboratory program at University of Michigan.

University of Michigan A-V Center
Rental - $1.50

Russian

AUDIOLINGUAL TECHNIQUES FOR TEACHING FOREIGN LANGUAGES: RUSSIAN
(United States Office of Education, 1962)

B/W, 16 mm, sound, 2 reels approximately 30 min. each

Film by Pierre Capretz presents variety of techniques that can be used in audiolingual approach to teaching Russian. Part I presents regular class period during eighth month of instruction. Techniques shown in order of presentation are warmup, review of basic dialogue, introduction of new dialogue, dialogue adaptation, pattern drills, directed dialogue, conversation stimulus, reading, questions, and assignments. Part II is devoted to special problems of first day of class in beginning course. Part III isolates and studies in detail individual techniques. Techniques considered are paradigm, progressive substitution or replacement drill, directed dialogue, and rejoinder drill.

Indiana University A-V Center
Rental - $11

AUDIOLINGUAL TECHNIQUES FOR TEACHING FOREIGN LANGUAGES: SPANISH
(United States Office of Education, 1963)

B/W, 16 mm, sound, 2 reels approximately 30 min. each

Film by Pierre Capretz presents variety of techniques that can be used in audiolingual approach to teaching Spanish. Part I presents regular class period during eighth month of instruction. Techniques shown in order of presentation are warmup, review of basic dialogue, dialogue adaptation, introduction of new dialogue, pattern drills, repetition or echo drill, question and answer practice or response drill, replacement or progressive substitution drill, direct dialogue, conversation stimulus, assignment, reading, and questions. Part II is devoted to special problems of first day of class in beginning course. Part III isolates and studies in detail individual techniques. Techniques considered are paradigm, progressive substitution or replacement drill, construction substitution or transformation drill, rejoinders, question and answer practice or response drill, and directed dialogue.

Indiana University A-V Center
Rental - $11

MEDIA IN SPANISH - LANGUAGE TEACHING (Northeast Conference, 1969)

Color, 16 mm, sound, 12 min.

Shows beginning Spanish language film being used in fifth semester college class to illustrate cultural situations accompanied by dialogue. Overhead projector transparency written in Spanish provides students with transcription of dialogue. Each member of class is assigned portion of dialogue to narrate in indirect discourse. As students' mastery of cultural and linguistic situation increases, drill is switched from present to past tense.

Northeast Conference
Rental - $10, Purchase - $115

Documentary

The following documentary films were made by James Asher, San Jose State University, and may be obtained from Sky Oaks Productions.

CHILDREN LEARNING LANGUAGES: AN INNOVATIVE APPROACH

Color, 16 mm, sound, 25 min.

Documents how target language (Spanish) can be taught by association with children's motor behavior to produce understanding of foreign language in "chunks" rather than word by word. Samples are shown of amount of Spanish learned via this method by children in kindergarten, first, second, fifth and sixth grades. Film contains examples of techniques which are adaptable to various language teaching situations.

Rental: one day $45; $22.50 each additional day
Purchase: $495 plus postage, insurance, and tax where applicable

DEMONSTRATION OF A NEW STRATEGY IN LANGUAGE LEARNING (1964)

B/W, 16 mm, sound, 15 min.

Documents amount of Japanese understood by twelve-year-old American students after 20 minutes of instruction using "total physical response" method. Shows sample of retention one year later. Gives insight into how body movements may be used to internalize language in "chunks" rather than word by word. For language teachers at all levels, pre- and inservice.

Rental: one day $25; $12.50 each additional day
Purchase: $295 plus postage, insurance, and tax where applicable

A MOTIVATIONAL STRATEGY FOR LANGUAGE LEARNING

Color, 16 mm, sound, 25 min.

Documents acquisition of language skills by college students as they progress through 90 hours of experimental instruction in Spanish. Film contains examples of instructional and motivational techniques which could be adapted to various language teaching situations. For language teachers at all levels, pre- and inservice.

Rental: one day $45; $22.50 each additional day
Purchase: $495 plus postage, insurance, and tax where applicable

STRATEGY FOR SECOND LANGUAGE LEARNING

Color, 16 mm, sound, 19 min.

Displays level of auditory comprehension of German attained by American adults after 30 hours of language instruction via the "total physical response" method. Documents development in speaking skill of one student through 60 hours of instruction. Contains examples of techniques that could be adapted to various language instructional situations. For language teachers at all levels, pre- and inservice.

Rental: one day $35; $17.50 each additional day
Purchase: $395 plus postage, insurance, and tax where applicable

FL Promotional

ANYWHERE YOU GO (National Carl Schurz Association, 1972)

Color, 16 mm, sound, 10 min.

Although emphasizing importance of German, film promotes study of all foreign languages by American students. Viewer is reminded that America is linked to Europe in language and culture more closely than many realize. Film proposes that if students want to communicate with Europeans, they should rise to challenge of learning European languages. Fast-paced video presentation shows Europeans using their language in variety of settings and situations.

For price information, write NCSA/AATG Service Center

FOCUS ON FRENCH (American Association of Teachers of French, 1973)

Color, 16 mm, sound, 20 min.

Focuses on diverse possibilities for teaching French. Depicts (1) senior high students teaching French in elementary school; (2) junior high students progressing independently with help of teacher aids and audio devices; (3) audiolingual methods being combined with African culture in urban school; and (4) advanced students discussing personal topics with teacher using cassette recorders in individualized program. Features French life described by student-prepared puppet shows, dioramas, and visuals.

For AATF use: American Association of Teachers of French
Rental - $5 (chapters of 49 or less)
$10 (chapters of 50 or more)

Other use: Daniel Maillet
Rental - $25, Purchase - $200

WHAT THE PEOPLE WHO KNOW HAVE TO SAY ABOUT FOREIGN LANGUAGE STUDY
(Joint National Committee on Languages, 1974)

Two audio cassette tapes, approximately 12 min. each

In series of radio spot announcements and short statements, famous personalities express their opinions about importance of foreign language study. Spots range in length from ten to 50 seconds. Tapes include comments by Carroll O'Connor, Craig Stevens, Alexis Smith, Anthony Franciosa, Jack Lemmon, Telly Savalas, Kirk Douglas, Liza Minelli, Morton Gould, David Janssen, Peter Falk, Roddy McDowell, Richard Tucker, Robert Q. Lewis, and Neil Simon. On tape 1, each speaker is introduced by radio announcer Phil Tonkin. Jack Lemmon introduces tape 2, which is similar to tape 1, but contains no individual introductions. Both tapes conclude with series of short announcements by Tonkin.

American Association of Teachers of Spanish and Portuguese
Tape 1 - $5.95, Tape 2 - $5.95
Tapes 1 and 2 - $8.95

WHY STUDY FRENCH? (American Assbciation of Teachers of French, 1973)

Color filmstrip - cassette tape package, 44 frames, 11 min.

Promotional package directed to young student choosing among foreign languages. Describes advantages of knowing French. Points out commonly used French loanwords and place names in U.S. Enumerates French-speaking nations and indicates usefulness of French in business world.

American Association of Teachers of French
Sale - $10
(Package can be borrowed free of charge from some local chapters of AATF. See French Review for names and addresses.)

WHY FOREIGN LANGUAGES? (New York State Association of Foreign Language Teachers, 1975)

Color filmstrip - cassette tape package

Promotional package in cartoon form designed to interest youngsters in 11-15 age bracket in studying a foreign language. May be used with students, parents, and general public.

New York State Association of Foreign Language Teachers
Sale - $10

DON'T SMILE TILL CHRISTMAS (1973)

Color filmstrip - cassette or reel package, 20 min.

Designed by Gertrude Moskowitz to introduce viewer to Flanders system of interaction analysis via whimsical story of two foreign language teachers. Intended to motivate viewer to continue study of interaction analysis using Moskowitz's The Foreign Language Teacher Interacts (see following entry). Appropriate for use in pre- and inservice instruction. Two sound tracks available: first is intended for foreign language teachers and contains examples taken from six languages taught in American classrooms; second, called General Version, contains examples of teacher and student behaviors from many subject areas at both elementary and secondary levels.

Association for Productive Teaching
Purchase - $28 ($7 additional if both sound tracks are ordered)

THE FOREIGN LANGUAGE TEACHER INTERACTS (Revised edition, 1970)

Cassette or reel tape and programmed text package, 30 min.

Guided by programmed text, listener hears on tape typical situations that occur in foreign language and bilingual classes. After hearing examples of teacher-student interchange in each of ten categories of Flanders system (see above entry), listener practices categorizing behavior himself. Tapes are available for English as a Foreign Language, French, German, Hebrew, Italian, Latin, and Spanish. Text explains analysis and interpretation of interaction data. Set of overhead projector transparencies treats matrix analysis as well. Suitable for pre- and inservice use.

Association for Productive Teaching
Purchase - Programmed text - $2.30
Language tapes - $5.75 per tape
Transparencies - $9.40 (set of 12, unmounted)
Complete kit - $48.00 (6 tapes, 12 transparencies, text)

HOW'S SCHOOL, ENRIQUE? (1970)

Color, 16 mm, sound, 18 min.

Contrasts expectations of Mexican-Americans for their children's education with teacher's lack of understanding. Portrays subject-oriented department chairman whose attitude toward minorities is "Let them learn a trade" and compassionate English as a Second Language teacher. Designed to stimulate discussion and promote increased cultural awareness by showing symptoms of alienation within educational system and attendant failure this often implies.

AIMS Instructional Media Services, Inc.
Rental - (1-3 days) $25
Purchase - $245

SPACES BETWEEN PEOPLE (1972)

Color, 16 mm, sound, 16 min.

From the Searching for Values Series. Edited from motion picture, "To Sir, with Love." Treats such subjects as establishing basis of communication, overcoming initial hostility or indifference, seeing people in terms of stereotypes or social roles, barriers to understanding in the classroom, dynamics of peer pressure among students, and racial prejudice.

University of Michigan A-V Center
Rental - $8.70

THANK GOD IT'S FRIDAY! (National Association of Secondary School Principals, 1969)

Color filmstrip - record package, 25 min.

Illustrates experience of teaching for first time by documenting ups and downs of novice French teacher. Designed to be shown to potential teachers in training and new teachers prior to opening of school. Package includes color, 150-frame filmstrip; two 33-1/3 rpm records, one with audible beep, one with inaudible signal; and operator's guide.

National Association of Secondary School Principals
Purchase - $12

Source List

AIMS Instructional Media Services, Inc.
P.O. Box 1010
Hollywood, California 90028

American Association of Teachers of French
National Office
57 E. Armory Avenue
Champaign, Illinois 61820

American Association of Teachers of Spanish and Portuguese
Dr. Eugene Savaiano, Secretary-Treasurer
Wichita State University
Wichita, Kansas 67208

Association for Productive Teaching
4329 Nicollet Avenue South
Minneapolis, Minnesota 55409

Encyclopaedia Britannica Educational Corp.
425 North Michigan Avenue
Chicago, Illinois 60611

Indiana University A-V Center
Bloomington, Indiana 47401

International Film Bureau
332 South Michigan Avenue
Chicago, Illinois 60604

Mr. Daniel Maillet
75 Meadow Street
Garden City, New York 11530

University of Michigan
Audio-Visual Center
416 Fourth Street
Ann Arbor, Michigan 48103

The National Association of Secondary School Principals
1904 Association Drive
Reston, Virginia 22091

National Association of Self-Instructional Language Programs
Prof. Peter Boyd-Bowman, Executive Secretary
Center for Critical Languages
State University of New York
Buffalo, New York 14214

National Carl Schurz Association/American Association of Teachers of German
NCSA/AATG Service Center
339 Walnut Street
Philadelphia, Pennsylvania 19106

New York State Association of Foreign Language Teachers
1102 Ardsley Road
Schenectady, New York 12308

Northeast Conference
Box 623
Middlebury, Vermont 05753

Pennsylvania State University
Audio-Visual Services
7 Willard Building
University Park, Pennsylvania 16802

Sky Oaks Productions
19544 Sky Oaks Way
Los Gatos, California 95030

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